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DESCRIPTORS- *READING RESEARCH, *MENTALLY HANDICAPPED, BIBLIOTHERAPY, READING SKILLS, ATTITUDES, READING PROGRAMS, READING ACHIEVEMENT, VOCABULARY DEVELOPMENT, PARENTS, ADJUSTMENT PROBLEMS, INSTRUCTIONAL MATERIALS, READING HABITS, *READING INSTRUCTION, MILWAUKEE

FIFTEEN MASTER'S THESES ON READING AND 13 ON THE EDUCATION OF THE MENTALLY HANDICAPPED, COMPLETED AT THE CARDINAL STRITCH COLLEGE, MILWAUKEE, WISCONSIN, IN 1965 ARE SUMMARIZED IN VOLUME 7 IN A SERIES OF RESEARCH ABSTRACTS. THE READING STUDIES--DEALING WITH KINDERGARTEN, ELEMENTARY, SECONDARY, AND COLLEGE STUDENTS--ARE FOCUSED ON BIBLIOTHERAPY, READING SKILLS, INDIVIDUAL DIFFERENCES, READING HABITS OF PARENTS, ABILITY GROUPING, READING ACHIEVEMENT, STUDENT AND TEACHER ATTITUDES, THE TEACHING OF READING, CURRICULUM, READING AND LANGUAGE SKILLS, READING CLINICS, READING PROGRAMS, READING TEACHERS, AND VOCABULARY DEVELOPMENT. THE STUDIES ON THE MENTALLY HANDICAPPED ARE CONCERNED WITH ADJUSTMENT, AND INSTITUTIONS, SOCIAL TRAINING, VOCABULARY, VOCATION REHABILITATION, TEACHING MATERIALS, AND PARENTS OF MENTALLY HANDICAPPED CHILDREN. A CUMULATIVE SUBJECT INDEX FOR THE ABSTRACT SERIES IS INCLUDED. (LS)

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RESEARCH ABSTRACTS

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THE CARDINAL STRITCH COLLEGE
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RESEARCH
ABSTRACTS

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1965

FOREWORD

The Cardinal Stritch College—a liberal arts college conducted by The Sisters of St. Francis of Assisi—grants master's degrees in two fields of education: one preparing the Reading Specialist, and the other, the Teacher of the Mentally Handicapped.

Fifteen research studies were completed in the field of Reading and thirteen in the field of the Mentally Handicapped in 1965. Abstracts of these studies are included in the present volume. There is now a total of 192 theses available from The Cardinal Stritch College Library through inter-library loan service. Titles are also listed in Master's Thesis in Education, Research Publications of Iowa State Teachers College, Cedar Falls, Iowa.

Sister Marie Colette, O.S.F., Ph.D.
Editor

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THE RELATIONSHIP OF READING EFFICIENCY AND ATTITUDES TOWARD READING AND EDUCATION IN GENERAL OF SEVENTH AND EIGHTH GRADE STUDENTS

Sister St. Clare AmRhein, S.N.D.deN.

PROBLEM. The purpose of this study was to examine the relationship of reading efficiency and attitudes toward education in general. Questions posed were: Do good readers have a positive attitude toward reading? Do retarded readers manifest negative attitudes toward reading? Is there a difference in attitude toward education in general between good and retarded readers? Is the self-concept of members of the two groups different?

PROCEDURE. Participants in this study included two groups, each composed of 33 children in seventh and eighth grades. Both groups represented six classrooms of a large school in a mid-western city. The groups were equated on the basis of intelligence quotients and chronological age. Pupils who scored six months above grade level were classified as good readers; those who scored six months below grade level were designated retarded readers. Since the scales constructed by Likert and by Martin were not appropriate for this study, scales measuring attitudes toward reading and toward education were devised.

The procedure used to construct these scales involved the following activities:

1. One hundred ninety-two students from three schools wrote short, original paragraphs expressing their attitudes.
2. Nine reading specialists evaluated statements selected from the paragraphs.
3. Each statement was checked for readability.
4. The final scales each contained 25 statements expressing varying degrees of positive or negative attitudes.

The participants in the study were asked to check five statements on each scale which most closely corresponded to their attitude toward reading and toward education. The scores obtained from the attitude scales were compared with the students' standardized reading test scores to determine the degree of correlation for each group. The Pearson-Product Moment method of correlation was used to determine this relationship. The significance of the difference between good and retarded readers in reading attitudes and in attitudes toward education was determined by the t-test. To obtain more personal diagnostic information, five good readers and five retarded readers selected at random were interviewed.

FINDINGS. The reading attitude scores of good readers were found to be higher than those of retarded readers; however, they were not in proportion to reading achievement. The t-test used to compare reading attitudes of good and retarded readers yielded a t-ratio of 10.44. This ratio was significant at the .001 level of confidence.

No significant positive correlation was found between reading achievement and attitudes toward education. A comparison of the means of the attitude toward education scores of the two groups revealed a t-ratio of 8.56, a difference significant at the .001 level of confidence. Good readers tended to have better attitudes toward education than did retarded readers. It was noted, however, that retarded readers showed greater variation in their attitudes toward education. Some retarded readers indicated that they were having highly satisfying experiences at school, while others indicated somewhat hostile feelings toward it.

During the interviews, good readers expressed a more favorable self-concept than did retarded readers. Retarded readers did not feel satisfied with their status among peers. They expressed feelings that their parents did not approve of their performance.

SUMMARY AND CONCLUSIONS. Within the scope of this study, the following conclusions seem to be justified:

1. Reading performance is not necessarily a reliable index of students' attitudes toward reading. The interest of the reading material appears to be more influential than any other element in shaping students' attitudes toward reading.

2. No significant relationship between success in reading and attitude toward education was indicated, although good readers in general tended to have better attitudes toward education than did retarded readers. The teacher appeared to be the critical factor for liking or disliking school experiences.

3. This study suggests, but does not statistically prove, that adapting reading materials to children's interests, presenting more subtly the required reading skills, and adjusting materials to students' reading levels will foster more favorable attitudes toward reading.

REACTIONS TOWARD THE TEACHING OF READING BY TEACHERS IN THE DIOCESE OF WICHITA

Sister Mary Margaret Ann Diskin, C.S.J.

PROBLEM. The purpose of the study was to determine by questionnaire the attitudes of the teachers of the Diocese of Wichita, Kansas, toward the teaching of reading. The following questions were considered:

1. What type of program can help a teacher of reading?

2. What are considered the most useful aids in the teaching of reading?

3. What importance is attached to the manual in the teaching of reading?

4. How did the viewpoints of teachers in the various grades differ?

5. What opinion is held by the teachers as to the time required for reading instruction?

6. How much time is used for the teaching of reading in the different grades?

7. What are teacher attitudes in regard to supplementary readers?

PROCEDURE. The survey included 55 schools of the Diocese of Wichita, Kansas. Questionnaires were sent to 311 teachers. Responses were obtained from 86.5 per cent of these teachers.

The first section of the questionnaire sought information concerning previous teaching experience, number of years of experience, attitudes toward reading manuals, and in-service training. This information was desired in order to have an overview of the school personnel and of grade combinations in the schools.

The second section of the questionnaire inquired about the time devoted to the teaching of the different reading skills, the organization of classes, and the importance placed by teachers on phonics in the reading program.

The third section of the questionnaire asked teachers to give suggestions concerning the kind of help they desired from a supervisory program or from college courses. The item construction and response technique varied in the three parts of the questionnaire to permit additional comments.

FINDINGS. Responses revealed that the teachers had both strengths and weaknesses, and that for the most part, they were aware of them.

Responses concerning the grade combinations indicated an important factor—that the schools in the diocese are small and many teachers are burdened with more than one grade. The condition has the advantage of allowing teachers to group children at various instructional levels within a single classroom.

The majority of teachers expressed the importance of the use of manuals for better teaching of reading. Responses revealed strengths important in the teaching of basic reading skills. One weakness seemed to be related to the teaching of critical reading in the intermediate and upper grades. Another weakness was the lack of teacher training and in-service training. In the suggestions offered in part three of the questionnaire, stress was placed on demonstrations by competent teachers, practical college courses, reading workshops, and stronger supervisory assistance.

In general, the teachers were deeply interested in becoming better teachers of reading.

SUMMARY AND CONCLUSIONS. In the light of the evidence presented within the limitations of this study, the following conclusions can be made:

1. Teacher attitudes—College reading courses and present in-service programs were considered inadequate. The teacher's manual was considered to give adequate help, with the majority of teachers using it in addition to other aids. Teachers expressed inadequacy in teaching reading skills appropriate to their grade levels. Phonics was considered important by the majority of teachers. The teaching of phonics throughout the intermediate and upper grades was advocated.

2. Teaching reading—Teachers emphasized the need for help in reading skills appropriate for their grade level. Specific weakness was noticed in syllabication and critical reading.

Teachers differ with authorities in the lack of significance they attach to oral and silent reading.

Adequate time was given to reading by the majority of teachers.

The aids most popular were manuals, workbooks, and chalkboards.

Grouping in three groups was preferred by the majority of teachers. Authorities wish teachers to make grouping more flexible.

The three highest choices of supplementary readers were: at the primary level, Cathedral Basic, Ginn Basic, Alice and Jerry Series; at the intermediate level, Cathedral Basic, American Adventure, Ginn Basic; at upper level, Ginn Enrichment Series, Curriculum Foundation, Cathedral Basic.

3. Teacher preferences in order of importance, for help in teaching reading—(1) demonstrations in reading on the different grade levels, (2) practical college courses, (3) remedial reading courses, (4) observation of experienced teachers, (5) in-service training, (6) workshops in teaching skills.

A STUDY OF THE READING PROGRAM IN ENGLISH-SPEAKING MISSION SCHOOLS STAFFED BY MARIST MISSIONARY SISTERS

Sister Mary Juanita Doran, S.M.S.M.

PROBLEM. The purpose of this study was to determine the present status of the reading program in English-speaking mission schools of Oceania which are staffed by Marist Missionary Sisters. Specifically, the writer aimed to survey the following areas as a basis for evaluation and future planning in mission education:

1. Attitudes toward reading on the part of governments, teachers, parents, and pupils themselves
2. Extent of literacy in the various territories
3. Goals of the reading program in mission schools
4. Curriculum, methods, procedures, and materials used for reading instruction
5. Special problems and advantages peculiar to these areas, especially concerning reading readiness
6. Provision for individual differences among pupils
7. Teacher preparation for the teaching of reading.

PROCEDURE. Preliminary investigations included correspondence with Marist supervisors, with teacher-training institutions which Marist Sisters have attended, with UNESCO, and with other authorities who have had direct contact with the islands or the mission schools. The writer interviewed eight missionaries who had recently returned from the Pacific to the United States.

The principal instruments of the survey were three questionnaires: an Education Department Questionnaire for government education officers, a School Questionnaire for school principals, and a Teacher Questionnaire for all missionary teachers from kindergarten through grade 12.

The survey included the following island groups: (1) Samoa: American and Western, and Tokelau, (2) Tonga, (3) Fiji and Rotuma, (4) British Solomon Islands, and (5) North Solomon Islands, part of the Territory of New Guinea.

FINDINGS. 1. Government. In general, British influence predominates over United States influence. Universal primary education is being promoted throughout the islands and in some areas great progress has been made. Post-primary education is still in early stages, but secondary, vocational, and technical schools are mounting in importance. Teacher-training is receiving great emphasis and governments have become more demanding in requirements for teachers.

Relations between the government and the missions appear generally favorable, and government officials acknowledge the importance of the role of the mission schools in island education. In some areas mission schools are required to follow the government curriculum; in others they are not. Even in the latter case, the government curriculum is often used as a guide. At present, little is available in standardized tests for island children apart from government examinations. Library development is still in early stages, but the need for good libraries is recognized. In general, there is need for abundant, durable, colorful materials, well-suited to island cultures, as indicated in a recent UNESCO library survey.

2. Mission. At the time of the survey, a total of 215 teachers—92 religious and 123 lay—were teaching in the schools represented. The total number of pupils exceeded 8,100. Most of the Sisters are in the North Solomons; none are in Samoa or Fiji. Levels taught in the mission schools vary. Among schools in Samoa and Tonga, the range of grade levels is from beginning primary school through secondary school. Age ranges of pupils in a given grade differ among the areas, and even within the same island group. There are many pupils over-age for their classes in the more primitive areas. School organization is one grade per classroom, typically, but there is much variation. Classes of 30-39 pupils are in the majority, but many schools have larger class sizes, particularly in Samoa and Fiji.

In those areas where most pupils attend a village school before coming to the mission school, the most frequently-mentioned type of learning acquired in the village school was the alphabet. Also mentioned often were spoken English, sight words and phonics in English, and reading and phonics in the native language.

In most territories, pupils in the mission schools are native to the area in which the school is located. Most children speak the native language at home, and English as the official language in school. Sometimes reading is taught only in English; sometimes it is taught in the native language also.

Reading is most frequently taught as part of English class, and often in more than one situation. Fiji is an exception, for there reading is taught as a separate subject. Reading is considered to be of major or considerable importance at all grade levels by the majority of teachers.

Goals of the reading program vary, but certain items were frequently mentioned, including the development of facility in speaking and reading English, laying a foundation for further education and contact with other cultures, and emphasis on comprehension skills.

The most popular criterion for determining readiness for formal reading instruction is teacher observation. Some schools use readiness tests. Readiness factors most lacking in island children are experience background, language development, and auditory discrimination. Most highly developed factors include eye-hand coordination, possibly from weaving mats or from other native arts, muscular development, and willingness to learn.

Vocabulary skills are highly stressed throughout the grades in all areas. Particular attention is given to word meaning and pronunciation skills. Stress on comprehension increases with grade level. Literal comprehension receives greatest emphasis, with little emphasis being given to interpretation and evaluation of authors' ideas. In some schools the teachers' patterns of skill development reflect careful planning. In others, there is need for more development in teaching patterns.

The source of mission school materials is sometimes the government, the mission itself, or the Catholic education department. Some schools are also helped by benefactors. The source is not always consistent within individual island areas. The types of materials used most frequently are basal readers, other skill development materials, and/or library books. In all areas, with the possible exception of Fiji, the supply of materials is notably inadequate. Suitability of materials to the local cultures varies in the different areas, as does the usefulness of materials from the United States.

A wide range of individual differences is present in many island classrooms. These differences occur in chronological age, mental age, and most notably, in reading ability. Means used by teachers to provide for differences in reading ability include grouping and individual instruction. Library reading is also widely used to provide for individual differences.

The majority of missionary Sister-teachers have either a degree or a teacher's certificate, from an institution in Australia, New Zealand, or the United States. More than two-thirds of the teachers have taken no particular course in reading instruction, except for that acquired in a general methods course including methods of teaching reading.

SUMMARY AND CONCLUSIONS. The reading program. Since governments show great interest in the development of curricula which are well-suited to the local cultures, missionary teachers would profit from using these as guides even when they are not obliged to follow them. Much attention should be given to the development of reading readiness. Village school teachers could be more highly encouraged and guided to increase the children's experience background. In early reading instruction, the kinesthetic approach to learning words might be utilized experimentally, since eye-hand coordination and muscular development are often good. Although the present emphasis on literal comprehension is understandable, more stress should be placed on interpretation and evaluation, and on critical reading skills.

Materials. The survey revealed a dearth of materials in the mission schools. Those who send materials to the mission should familiarize themselves with the present supply in each area and characteristics desirable of materials sent. In some areas, money for materials would be more practical than the materials themselves. Workbooks, reference materials, audio-visual aids, and library books would be most useful, since the present supply is inadequate.

Individual differences. The possibility of obtaining, or devising more suitable standardized tests for island areas might be investigated. Teachers should be given training in the administration of informal reading inventories to supplement tests and observation techniques.

Teacher preparation. All teachers, including those preparing to teach at the secondary level, would profit from at least one course in reading instruction. The possibility of providing a course in teaching English as a second language should be investigated. Continued attention should be given to the preparation of native teachers in the islands. Missionary teachers should be encouraged to undertake informal experimental projects and to share their results with mission and government education personnel.

AN EXPERIMENTAL STUDY OF THE VALUE OF TAPE RECORDINGS IN REINFORCING BASIC READING VOCABULARY FOR PRIMARY GRADE CHILDREN OF INHIBITED LEARNING ABILITY

Sister Rebecca Hite, D.C.

PROBLEM. This study was undertaken to determine the value of tape recordings in reinforcing basic reading vocabulary for primary grade children of inhibited learning ability. This was effected through an experimental comparison of the tape lesson versus independent instructional activities without this auditory aid. A natural outcome of the investigation was the construction and evaluation of a set of 83 tape lessons with accompanying worksheets as well as a comparable set of independent work sheets.

PROCEDURE. The research was conducted in the writer's electronic classroom at the Marillac School for Special Education in Kansas City, Missouri. The 13 subjects were second- and third-graders in the 80-110 intelligence range functioning at lower first-grade levels. Their psychological evaluations indicated emotional and/or neurological difficulties as possible factors in their low academic functioning. They were formed into five flexible groups on the basis of an informal diagnosis of their reading disability.

As it was not advisable to establish a control group of subjects, the variable of reading vocabulary was stabilized through equation of the word lists of the preprimers, primer, and first reader of the Betts Basic Readers. These were divided by units, paired for difficulty, and found to be statistically reliable. A portion of the resulting lists was taught daily in the story content within the framework of the developmental lesson. The vocabulary of the story was then separated for follow-up reinforcement, one list through the medium of a tape lesson directing and guiding the child in completing a tape-worksheet, and the other through the medium of an independent work sheet. Since these were equated, it was necessary that the subjects complete both assignments for each story lesson, preferably on the same day. During the 90 class days of the experiment each child had an average of 150 tape lessons plus the comparable seat work sheets.

The block plan was adapted in order to afford the 15-minute developmental lesson per day to each of the five groups, and to allow a specific time for use of the two reinforcement media, either by groups or singly as needed. This organization was necessary because it involved the use of the four-deck tape console which regulated the simultaneous playing of four tape recorders and the wiring of the same to the various pupil desks. Unit tests on word recognition and word attack techniques were administered periodically to each subject individually.

FINDINGS. Individual pupil progress was necessarily varied due to his known educational and psychological problems. No attempt was made at a comparison between subjects, therefore. The diagnosis of each subject's status in reading and in related primary abilities both at the beginning and end of this study was recorded on a five-point scale. The subjects made from two to five months' instructional gain, which was recognized as horizontal growth in the building of basic word perception skills essential to beginning reading, and commensurate with their functional intellectual ability.

Periodic unit tests were indicative of the child's word-recall which had been given special emphasis in the two reinforcement media. Pupil gains on each of the equated lists as revealed by the September and February tests were statistically compared and found to be significant at the .01 level of confidence.

Comparison of gains made on the two lists gave evidence of the comparability of the two media with no significant difference in pupil gains on one list or the other.

In the absence of evaluative criteria for tape lessons, an analytical study was made of those used in this investigation. The analysis summarized three aspects based on the needs of the child. These were:

1. The chief psychological value was the security of an unseen tape teacher.

2. Each tape lesson integrated several principles of a good primary reading program with emphasis on visual and auditory discrimination and the functional development of word meanings in context.

3. The oral-auditory aspect of tape lessons transformed the necessary routine task of repetition into an interesting experience, afforded maximum use of the pupil's work time, and involved a total response of the child to the reinforcement task.

SUMMARY AND CONCLUSIONS. The research procedure was necessarily restricted in scope and limited by the effects of psychological factors in the participating subjects. However, it demonstrated the value of the tape recording in applying the principles of a primary reading program, particularly in its auditory aspect.

The value of the tape-recording was also evident in terms of pupil profit and the economy of the teacher's time. The tape multiplied the teacher's voice, enabling her to guide individualized follow-up lessons simultaneously with presentation of a lesson to a group.

The study indicated a possible solution to the problem of out-of-class time required for the preparation of tape lessons. These could be commercially recorded by publishers of reading series and made available to schools as a supplementary aid to reinforce the vocabulary of basic readers through development of word perception skills.

A STUDY OF THE READING AND LANGUAGE SKILLS OF ENTERING FRESHMEN IN A MIDWESTERN COLLEGE

Sister Mary Arilda Kampa, O.S.F.

PROBLEM. The purpose of this study was to discover the reading and language skills of entering freshmen in a Midwestern co-educational liberal arts college and subsequently to determine possible revisions of the present course in developmental reading offered by that institution.

PROCEDURE. The subjects for the present study were a heterogeneous group of 101 freshmen enrolled in the developmental reading course during the first semester, 1964-1965. The following tests were administered: (1) California Short-Form Test of Mental Maturity, Advanced, Grades 10 to Adult, 1957 S-Form, (2) The New Purdue Placement Test in English, Form D, (3) Iowa Silent Reading Tests, New Edition, Advanced, Form Dm, (4) Wide Range Reading Test, (5) Spitzer Study Skills Test—Organization, and (6) California Study Methods Survey.

The total standard scores of the Iowa Silent Reading Tests served as the basis for assigning the subjects to five percentile groups for the purpose of analyzing test data. Four students whose test totals were in the 1st to the 10th percentile range were classified as the Low Group. Thirty-one students with scores between the 11th and 35th percentiles formed the Below-Average Group. The Average Group, consisting of 45 students, included those with scores between the 36th and 65th percentiles. The Above-Average Group, numbering 13, included those with scores between the 66th and 90th percentiles. Eight students scoring between the 91st and 99th percentiles comprised the High Group.

The medians of the group on the Iowa Silent Reading Tests were compared with national norms. Mean scores were calculated for the New Purdue Placement Test in English for comparison with the national total mean score. Correlations were made of the relationships between reading scores and other variables. Individual student diagnostic profiles were charted for the five lowest and five highest-scoring students.

FINDINGS. A general pattern of low non-language intelligence scores was easily recognized. Marked weakness of the entire group in directed reading and in sentence meaning was apparent. On the other hand, in comparison with findings presented in related literature, all groups manifested greater ability than expected in the organization test of the Spitzer Study Skills Test and in study habits, as measured by the California Study Methods Survey. Average or near-average ability was manifest in word pronunciation in the Wide Range Reading Test. However, near-average ability appears inadequate for coping with college texts.

High correlations were found between most of the tests; and between the language intelligence quotient and most reading tests. A lower correlation was found between the language intelligence quotient and the total score of the Iowa Silent Reading Tests. While most of the correlations were in the nineties, the latter was .55. This suggested the question: Would the reading sections of the Purdue Placement Test in English be a better measure than the Iowa Silent Reading Tests?

A correlation of .31 was found between the first semester grade-point averages and total scores of the Iowa Silent Reading Tests. The lowest correlation, .15, was found between the Purdue Placement Test in English and the Spitzer Study Skills Test—Organization.

SUMMARY AND CONCLUSIONS. Analysis of the data presented in this study led to the following conclusions:

1. Two areas of definite reading deficiency in the group were directed reading and sentence meaning. To a lesser degree, distinct deficiencies were found in word recognition and in use of the index.

2. Rate of reading ranked as one of the highest scoring areas.

3. Medians as criteria for grouping appeared inadequate as evidenced by individual students who earned a sufficient number of high scores to merit grouping with the five highest-scoring students but whose individual profiles revealed marked weakness in specific areas.

4. Students did well on the California Study Methods Survey.

5. Results seem to suggest some revisions of the institution's present course in developmental reading, including more individualized approaches, more specific development of areas of reading revealing deficiencies, and additional opportunities on a voluntary basis, with counseling, for further self-development in reading skills.

AN EVALUATIVE STUDY OF THE THERAPEUTIC VALUES OF BIOGRAPHICAL BOOKS PUBLISHED BETWEEN 1948 AND 1962 FOR BOYS IN INTERMEDIATE GRADES AND JUNIOR HIGH SCHOOL

Margaret Cahill Kilburn

PROBLEM. The problem of this study was to evaluate biographical books published between 1948 and 1962 of high interest to boys in intermediate grades and junior high school to determine therapeutic values, character traits, vocational interests, and readability level of each.

PROCEDURE. The first step in procedure was to make an extensive review of literature on the subject of bibliotherapy; secondly, biographies were selected which met the criteria established for this study; the third step was to assay these books for tone and overall theme; next, passages were quoted delineating character traits of positive value or those relating to occupation; finally a readability formula was applied to each book.

Each biography was searched for a central figure revealing positive character traits, who could be realistically emulated in daily living. The master list of traits by an authority in bibliotherapy was reduced to ten personality traits, after reading and considering opinions of educators interviewed on this subject. Arranged alphabetically, these traits were co-operation, courage, diligence, faith in God, foresight, generosity, honesty, obedience, perseverance, and responsibility.

Biographies selected for this study were organized in the following categories: explorers, frontiersmen and indians, inventors and scientists, military and naval figures, Negroes, and statesmen.

The evaluation of interest level was the result of reports from librarians, professional book reviews, and the writer's personal evaluation. The Dale-Chall Formula was used to analyze the readability of books from the standpoint of mechanics and vocabulary.

FINDINGS. The lowest level of interest was third grade, while the highest level was senior high school. Biographies used in the study were found with mechanical reading difficulties ranging from fourth through twelfth grades. The largest number of books was found to be of seventh-eighth grade difficulty by formula.

Summary sheets for individual biographies include the author, title, category, type of book or treatment of subject, interest level, and readability level. The thesis also includes tables of desirable character traits depicted by actions of the central figure.

SUMMARY AND CONCLUSIONS. Each title selected portrayed a central figure representing the traits of honesty, obedience and responsibility. The traits of courage, perseverance, and faith in God were portrayed frequently; traits found less frequently in this study were co-operation, foresight, and generosity.

The wide range of readability, which is in many instances below interest level, should have a therapeutic effect in assuring reading materials within the potential of the individual.

Biographical books of high interest can be selected in which a leading figure faces and solves personal and social problems, which utilize the psychological principles of insight, identification, and catharsis, and which therefore become tools in the technique of bibliotherapy.

AN EXPERIMENT IN THE DEVELOPMENT OF CRITICAL THINKING SKILLS THROUGH READING

Sister Mary Violanta Leggins, S.S.J.

PROBLEM. The primary purpose of this study was to determine whether, to what extent, and by what instructional method, elementary school children can be taught to think critically. Specifically, an attempt was made:

1. To devise a program for teaching critical thinking skills on an upper grade level.
2. To evaluate the effectiveness of a critical thinking skills program as compared with the basal reading approach.
3. To supply in part for the lack of materials pertinent to critical thinking at this level.
4. To enrich the Archdiocesan Reading Program by incorporating a unit of critical thinking skills.

PROCEDURE. A total of 154 eighth-grade pupils was selected from three parochial schools with parallel grades in the Archdiocese of Chicago. Of these, 77 pupils comprised the experimental group and 77 the control group. Selections were made on the bases of mental age, intelligence quotient, scio-economic status, and reading ability as indicated by the results of the Stanford Achievement Test. The experiment extended over a period of three months, beginning April 3, 1964 and concluding June 6.

Both groups involved in the study followed the Chicago Archdiocesan Reading Program. For the experimental group, however, a critical thinking skills program replaced the usual skills section outlined in the basal reading manual. The six teachers involved in the experiment were selected on the bases of similar training, capability, and experience in teaching reading in the Archdiocese. Prior to the experiment, they participated in a workshop with the investigator and school supervisor in order to analyze pupil needs, to develop the method of instruction, and to select materials for the program.

FINDINGS. The experiment was based on the hypothesis that critical thinking skills can be taught to elementary school children. The testing program was used to accept or reject the hypothesis: There is no difference between mean Stanford Reading Achievement scores of the groups which were given instruction in critical thinking skills and the groups which did not receive such instruction. The results of the final test indicated that the experimental group exceeded the control group at the .01 level of confidence. Since the specially designated program was the only apparent variable in this study, the experimenter felt justified in concluding that it was the program which produced the difference in pupil achievement.

In order to supplement the statistical data, the experimental group participated in planned summary activities which provided the teacher with an opportunity to appraise each student's ability to apply critical thinking skills. Both teachers and students were given questionnaires in which they revealed consciousness of definite improvement in critical thinking and reading.

SUMMARY AND CONCLUSIONS. Certain implications of educational significance seem to flow from these results. They are:

1. Students in the upper grades of the elementary school are capable of acquiring critical thinking skills.

2. Eighth-grade students who are taught critical thinking skills as part of their reading program attained greater achievement in a standardized silent reading test than did students following the basal reading program.

3. The most effective way of helping students to acquire the principles of critical thinking is through emphasis on these skills within the reading program.

4. In order to provide more time for the development and application of critical thinking skills, the program should be introduced early in the school year.

A STUDY OF THE READING STATUS AND READING PROBLEMS ENCOUNTERED BY CHINESE STUDENTS STUDYING IN AMERICAN COLLEGES AND UNIVERSITIES

Marina Margaret Liang

PROBLEM. The purpose of this study was to ascertain answers to several questions pertaining to possible reading problems of Chinese foreign students who are enrolled in American colleges and universities. These questions were:

1. Is a reading problem common to all the students?

2. Do problems tend to be mainly in mechanics or in interpretational aspects of reading?

3. Is speed an obstacle to these students as they try to fulfill their reading assignments and requirements?

4. What are the students' backgrounds?

5. How much assistance in reading is available to these students in their colleges?

6. What suggestions are offered by the students themselves for improvements?

PROCEDURE. The structured interview was employed in obtaining data for this study. Thirty-seven students, male and female, enrolled in colleges in Terre Haute, Indiana and in Milwaukee, Wisconsin were contacted individually and interviewed. Questions used in the interview were designed by the writer to meet the objectives of the study. Each interview lasted approximately one and one-half hours; the majority of them were conducted in English. The interview period was March-May, 1964. The students' actual reading ability and achievement is not considered in this study.

FINDINGS. More than half of the 37 students interviewed admitted having difficulties in reading comprehension. The degree of difficulty expressed, however, did not correlate with the length of time the student had been in the United States.

Vocabulary was also a source of difficulty for these students. They lack flexibility, independence, and efficiency both in word recognition and in word meaning skills.

Closely related to comprehension and vocabulary was the background of these students. The time when these students received initial English instructions seemed important in their present reading ability. The majority of these who found difficulty in reading English were introduced to English on the junior high school level. Furthermore, there were few or no opportunities for students to apply the language when the course was initiated.

It was also evident that the students were weak in study skills. Many of the students' comments indicated that the English courses designed for foreign students in this country are inadequate in helping them to adjust to the reading requirements of college work. It was also noted that some colleges offer little assistance in planning and organization.

SUMMARY AND CONCLUSIONS. The writer concluded that many of the Chinese foreign students in this country have difficulties in reading comprehension and related reading skills. Because of the students weakness in language and the lack of ability to study effectively, the writer makes the following recommendations for those who are working with them:

1. Prepare study guides, emphasizing important points of a chapter.

2. Have practical courses in English for foreign students, emphasizing listening and conversational skills. The oral-aural method of teaching the language would seem to be a good approach for these students.

2. Have a well-planned orientation program.

4. Have a well-organized staff available for assistance.

Suggestions for preparing students prior to their departure from their native country are:

1. Offer initial English lessons to students at an early age and provide opportunities for applying the language.

2. Have an orientation program to help them to adjust to the modes of life in this country prior to their departure.

AN EVALUATIVE STUDY OF THE READING HABITS OF PRIMARY SCHOOL TEACHERS IN A RELIGIOUS COMMUNITY

Sister Mary Seraphina McCook, O.P.

PROBLEM. For the primary teacher in today's complex world, dominated as it is by technological change and a bewildering variety of communications systems, the need to cultivate professional competence as well as sensitivity and mental awareness offers special difficulties. The subject matter of the primary grades in itself cannot contribute to a teacher's personal enrichment. Since the quantity and quality of her reading affect her teaching, a study of the reading habits of primary teachers in a religious community seemed justified.

The purpose of the study was to determine the extent, type, and depth of the reading habits of these teachers, and secondarily, to identify the strengths and weaknesses by measuring them against Gray's reading maturity scales. The following questions formed the basis of this investigation:

1. How much professional reading do the teachers accomplish?
2. How much non-professional reading is accomplished?
3. What type of non-professional reading is done?
4. What are their attitudes toward reading?
5. What have they read recently?

The study included 323 teachers in 113 schools located in 19 states and the District of Columbia.

PROCEDURE. To obtain the data, the questionnaire method was employed, with questions formulated which would be both objective and revealing. The questions referred to three categories: some background on each respondent such as age, experience, size of school, grade being taught, and personal preference in higher study; questions referring to reading habits in general, including hours per week spent in reading, purposes in reading, and influences on reading habits; and a third group of questions dealing with professional reading.

The completed and returned questionnaires were classified on the basis of the number of years of teaching experience of the respondents. Group A was composed of those who had taught 1-4 years; Group B, 5-15 years; Group C, 15 years and longer. All responses were tallied and data tabulated. The major aspects of reading behavior were measured against Gray's reading maturity scales.

FINDINGS. The interpretation of the responses, in general, revealed that the teachers have both strengths and weaknesses and that for the most part they are aware of them. A major problem, which is probably a key to other difficulties, is lack of time for leisure reading; hence, any notable opportunity for broadening of skills or interests is lacking also. In most cases, the teachers' self-appraisal was remarkable for its forthright attitude. Favorable responses were those which stated that reading materials, particularly periodical literature, were readily accessible. Another encouraging response referred to professional reading. Respondents in this survey generally kept informed on trends within the profession, and found professional reading stimulating. They were also aware of the importance of furthering their knowledge of contemporary affairs.

One of the weaknesses was related to purpose and breadth of interest. The survey showed that, by comparison with Gray's scales of reading maturity, the majority of these primary teachers did not reach beyond the average. It is possible that lack of time or lack of specialization is the cause. Another weakness quite widespread among the teachers consulted in this survey was that their professional reading was often done at random; guidance would remedy this.

SUMMARY AND CONCLUSIONS. The study makes the following conclusions tenable:

1. The largest obstacle to more reading by primary teachers is lack of time.

2. Many of the teachers do not read professional literature regularly.

3. Periodical literature is of high quality, with practical journals more often read than those dealing with research and theory.

4. Most teachers are concerned about improving their reading habits.

5. Most read for five or more purposes and are therefore average in reading maturity.

6. In fostering good habits of reading, most teachers named the home as the greatest influence.

7. Younger and more inexperienced teachers need guidance in choosing and maintaining patterns of reading behavior.

8. Eighty-five per cent of the respondents were reading a book at the time of answering the questionnaire.

9. Although general attitudes toward reading are good, the teachers involved in this study, like most adults, need to increase the breadth and maturity of their reading interests.

A STUDY OF THE READING HABITS OF PARENTS OF RETARDED AND SUCCESSFUL READERS IN GRADES FIVE AND SIX

Sister Dennet Murray, C. S. J.

PROBLEM. The problem of this study is a survey of the reading habits of parents of retarded readers and of successful readers to determine whether there is a relationship between the amount and type of reading done by parents and the reading success of their children. The specific objectives were to ascertain how much reading in general the parents do as well as the type of reading that predominates--newspapers, magazines, or books. The differences between the reading habits of mothers and fathers were compared. Other areas explored were: the relationships between the number of books in the home and the children's success or retardation in reading; the use parents make of the library; how parents rate their enthusiasm for reading; and how much parents read to their children.

PROCEDURE. The study was carried on with the parents of 236 fifth- and sixth-graders in two parochial schools in a large Midwestern city. The socio-economic background was a cross-section of the general population including upper middle-class.

The questionnaires were distributed with a code system that would make possible the linking of parents and children. The children were given both the Durrell-Sullivan Reading Capacity and the Durrell-Sullivan Reading Achievement Tests and the scores were compared. The completed questionnaires from the parents, 87.3 per cent responded, were grouped according to the comparison of their children's scores on the two tests, using the standards set up for the study. Data from questionnaires were tabulated and analyzed.

FINDINGS. The findings indicate no significant difference in the reading habits of parents of retarded and parents of successful readers except in a few aspects. Newspaper reading predominates both as to the type of reading done by parents and the amount of time spent in reading. The survey shows that mothers in this study generally read more than fathers. The two groups of fathers being compared had almost the same reading habits. There seems to be a relationship between the number of books in the homes and the reading success of the children. The parents in this sample made little use of public library facilities. The majority of them regarded their level of enthusiasm for reading, according to Gray's categories, to be that of using reading as a tool. Finally, nearly all parents had read to their children when they were little.

SUMMARY AND CONCLUSIONS. Some of the conclusions that may be drawn within the limitations of this survey are at variance with the assumptions of many writers on the influence of the home on the reading success of children. However, some of the present conclusions corroborate previous reports.

[illegible] ing. The two groups of fathers being compared manifested little or no contrast except in the reading of magazines, where there was some contrast in favor of the fathers of successful readers.

2. Although the number of books in a home would seem to be related to the reading success or retardation of children, the amount of parental time spent in reading these books was meager.

3. Almost all parents of both groups read to their children when they were little and they began the practice when the children were approximately the same ages.

4. Other than reading the newspapers, the adult population of this study did not read much; there may be some relationship between the interest of the parents and the time available for newspaper reading that would favor the parents of the successful readers.

5. There were more contrasts between the fathers as a group and the mothers as a group than between the parents of good readers and the parents of retarded readers.

6. Finally, in terms of this study, it did not seem that the reading habits of parents influenced the reading success of their children to any extent.

AN ANALYTICAL STUDY OF THE ENROLLEES IN THE CARDINAL STRITCH COLLEGE READING CLINIC FROM SEPTEMBER, 1943 TO JUNE, 1962

Sister Marie Gerard Peter, O.S.F.

PROBLEM. The purpose of this study was to evaluate the services of The Cardinal Stritch College Reading Clinic as a basis for more fully understanding the scope and needs of its clientele to insure continued improvement. The study aimed to show the characteristics of the students when entering the Reading Clinic program, how the characteristics of enrollees have changed through the years, and whether the present set-up of the clinic meets the needs and purposes for which it was founded. In order to accomplish this goal, an analytical study of the characteristics of the students who enrolled at the clinic was made. Specific factors treated in the analysis of the data dealt with the following: (1) Facts about enrollees which included the proportion of each sex enrolled, school grade placement, occupation of parents or occupational background in the case of adults, schools represented, and chronological age. (2) Facts pertaining to the ability and reading status of the enrollees which included intelligence quotients, mental age and reading age for elementary school students, instructional level, and retardation.

PROCEDURE. There were 4,438 students included in the study, of which 3,060 were in the Elementary Division, 548 were in the Secondary Division, and 830 were in the Adult Division. Each division was studied separately. Only those students were included in the study who had completed at least the preliminary diagnosis during the years from the founding of the clinic in 1943 to June, 1962. A survey was made from analysis of data gathered from the cumulative records of the enrollees which are kept in the clinic files. After tallying the data, percentages were calculated and summarized in tabular form and comparisons were made between the different factors. Changes in proportion were noted and possible explanations for these changes were offered.

FINDINGS. The study has revealed the following results:

1. In the three divisions of the clinic, males represented more than three-fourths of the population. The proportions were 77 per cent boys to 23 per cent girls at the elementary level, 67 per cent boys to 33 per cent girls at the secondary level, and 78.4 per cent males to 21.6 per cent females at the adult level.

2. Of the total number of enrollees diagnosed, nearly 90 per cent initiated instruction at the clinic.

3. At the elementary level, fourth grade was most highly represented; at the secondary level, ninth and tenth grades showed the highest frequency; and for adults, college sophomores ranked highest in numbers.

4. Study of occupational background of fathers of elementary school students revealed the highest number in the laboring class, while for fathers of secondary school students, management jobs held first place. The majority of mothers in both cases were not employed outside the home. In the cases of adults who were not attending school, laboring jobs ranked highest in occupations for males and homemaking was highest for females.

5. At the elementary level the distribution of children from public and private schools was nearly equal, while at the secondary level, over 60 per cent came from public schools. For public schools, the highest representation came from schools in Milwaukee County which were outside the Milwaukee City Public School System; for private schools, the highest number represented Catholic Schools. Among adults, the larger proportion attended various local colleges and universities, and a small proportion represented out-of-state institutions of higher learning.

6. In the Elementary Division, the largest number of enrollees were nine- and ten-year-old children, while in the Secondary Division the largest number were 16 and 17 years of age. Most adult students were between the ages of 16 and 22.

7. Most of the boys and girls at the elementary and secondary levels were within the 90-110 range of intelligence quotients. At the adult level, most males were within the 111-120 intelligence quotient range, while most females were within the 90-110 range. Males at all levels tended to rank slightly higher than females in mental ability.

8. At the elementary level, the boys showed two to three years of retardation, while girls were one to two years retarded in relation to their potential. The range of retardation was from one month through nine years in comparison to potential level. Although the majority of both boys and girls at secondary level in this study were reading at elementary levels, the boys ranked slightly lower and showed greater retardation than girls. The greater number of adults had a reading level of college rank; however, 19 per cent placed below ninth grade reading level, and 4 per cent read at primary levels or were non-readers. The amount of retardation was consistently higher for males than females in all three divisions of the clinic. Instructional levels ranged from non-reader through college levels.

SUMMARY AND CONCLUSIONS. In the light of the findings of this study, the following conclusions can be made:

1. In general, the Cardinal Stritch College Reading Clinic is equipped to meet the needs of different types of students and varying levels of instruction.

2. In agreement with the findings of other studies, the enrollees at the clinic have been predominantly male. In this study the male population has also evidenced a greater degree of retardation.

3. Although most of the students have average or above average intelligence, they have a high degree of retardation according to the standards set for the different levels of achievement.

4. Early detection of reading problems in the classroom might eliminate serious retardation in later school years;

therefore, teachers must be prepared to recognize and diagnose reading difficulties in their incipient stages.

5. Considering the number of students with average or above average intelligence who are handicapped in reading, it is evident that more teachers should be encouraged to undertake advanced studies to improve reading in the regular classroom and to prepare themselves as reading specialists for supervisory work and work in the clinic situation.

6. It is evident from this study that the diversity of instruction given at the clinic as well as the wide range of ages represented by the clientele demand that the clinicians be capable of teaching at different levels and possess a high degree of versatility.

7. A wide selection of materials is also necessary to meet the instructional needs of the clinic enrollees.

THE EFFECT OF A READING PROGRAM WITH IN-SERVICE IMPLEMENTATION ON READING ACHIEVEMENT

Sister M. Laura Annette Roy, C.S.J.

PROBLEM. The purpose of this study was to evaluate the effectiveness of a reading program based on homogeneous grouping and strengthened by in-service implementation on students' reading achievement. This study was conducted in one parochial school in an area of average socio-economic status.

PROCEDURE. The program had been planned especially to meet individual differences not only for pupils experiencing difficulty in reading, but also for maximum response of the average and gifted. Records were obtained from the school files for classes in the school during the two years of the introduction of the program and the two prior to its adoption. Comparisons were then made of mean intelligence scores, and mean achievement in word meaning, comprehension, total reading and spelling as measured by the Stanford Reading Achievement Test in grades two to eight for the classes of 1957, 1958, 1959, and 1960. The effect of the reading program on pupils of different reading achievement levels who were in attendance during four years was studied separately. The t-ratio was the statistical procedure used to determine whether the differences between the reading status of grades for the four years were significant. A comparison was made of the reading growth of pupils before and during the experimental study. Further, a questionnaire was submitted to teachers and parents who had participated in the program. The questionnaire examined six areas of the child's academic, social, and personal adjustment to homogeneous grouping in and out of school.

FINDINGS. The general reading status of the school as a whole at the conclusion of the two-year program based on homogeneous grouping indicated no statistically significant differences in the two years of the adoption of the program of homogeneous grouping as compared to the two years prior to its introduction.

In all instances the group met or achieved above their respective grade norms; gains in each group were in accordance with the intellectual capacity of the students comprising the group.

The study failed to reveal mean gains in favor of students in homogeneous groups during the two-year period of the program as opposed to those in the heterogeneous group during the two years prior to the adoption of the program.

The program was enthusiastically received by teachers and parents, particularly those of accelerated students; the cooperation of both parents and teachers was commendable.

SUMMARY AND CONCLUSIONS. Data gathered and analyzed in the course of this investigation pointed to the following conclusions:

1. Since the data obtained in this investigation offer no conclusive evidence of significant losses or gains in total reading for the two years of homogeneous grouping for the school as a whole, the subject of homogeneous grouping ought to be given further study.

2. Relatively similar mean gains per year, especially in the case of superior readers, might suggest that lack of challenge may have been a determining factor.

3. Through in-service implementation the teachers become more aware of individual differences and better able to recognize and define the needs of various ability groups.

4. Encouraging teachers to develop resourcefulness and initiative raised the level of their individual competence in the teaching of reading.

A COMPARATIVE STUDY OF THE EFFECTIVENESS OF HOMOGENEOUS AND HETEROGENEOUS GROUPING ON PROGRESS IN READING AT FIRST GRADE LEVEL

Sister Mary Judith Seman, V.S.C.

PROBLEM. The major purpose of this experimental study was to determine if there is any significant difference in reading achievement of children in first grade in schools employing homogeneous grouping and of children in schools employing heterogeneous grouping. Answers were sought to four specific questions:

1. Do first-grade children of average ability approximate more closely their capacity in a homogeneous group or in a heterogeneous group?
2. Do first-grade children of superior ability approximate more closely their inherent abilities in a homogeneous group or in a heterogeneous group?
3. Do first-grade children of low ability achieve better in a homogeneous group or in a heterogeneous group?
4. Which type of grouping would be more favorable to maximum progress in reading growth?

PROCEDURE. The parochial schools in the diocese of Pittsburgh were selected for the experiment which lasted from September, 1961 to May, 1962. Groups were formed on the bases of mental age, chronological age, intelligence quotient, and reading readiness scores, and on informal appraisal of socio-economic status. The tests used to obtain information were: The Metropolitan Reading Readiness Test, Form S and the Kuhlmann-Anderson Intelligence Test, Form A. The two groups were checked for equivalence by the t-test using the direct difference method. The control group totaled 38 pupils in one heterogeneously-grouped class; the experimental group consisted of 38 pupils taken from four homogeneously-grouped classes.

The method employed for teaching the experimental and control groups was that proposed by the manuals accompanying the reading textbooks. Reading instruction was given 120 minutes daily. A home study period of 20 minutes was prescribed.

Since the pupils in the homogeneous group were selected from four different classrooms, it was necessary that one teacher guide the entire reading program. Therefore, the writer supervised all lesson-planning and visited the classrooms periodically to note that similar developmental procedures were followed.

Pupils in the upper 27 per cent and the lower 27 per cent in ability from each group were selected for comparison. The remaining 46 per cent were compared as the average ability group. In this way it was hoped to determine whether differed ability groups responded differently to the two types of grouping.

FINDINGS. 1. Considering the group as a whole, first-grade pupils who were grouped homogeneously made greater progress in word knowledge, word discrimination, and reading comprehension than did pupils who were grouped by

2. The experimental group or homogeneous group exceeded the control group at the pre-primer, primer, and book one levels as measured by tests accompanying the New Cathedral Basic Reading Series.

3. Pupils in the upper 27 per cent in ability in the experimental group did not differ significantly from their counterparts in the control group in the areas of reading measured by the Metropolitan Primary I Battery. The same result was obtained for the average ability groups. Pupils in the lower 27 per cent in ability in the experimental group exceeded their counterparts in the control group in the three areas of reading measured by the Metropolitan Primary I Battery. The mean differences between the groups were significant at the .01 level for word discrimination, at the .02 level for reading comprehension, and at the .05 level for word knowledge.

4. Differences between ability groups in the homogeneous and heterogeneous classes as measured by the New Cathedral Basic Reading Tests were generally insignificant. The following exceptions were noted: (a) The upper ability section of the experimental group exceeded the control group on the primer level test. The difference was significant at the .02 level of confidence. (b) The lower ability section of the experimental group exceeded the control group on the primer level and on the book one level tests. Both of these differences were significant at the .05 level of confidence.

SUMMARY AND CONCLUSIONS. A study of the results obtained led to the following conclusions within the limitations of the study:

1. First-grade children of average ability approximate their capacity equally well in homogeneous and heterogeneous groups.

2. First-grade children of superior ability approximate their capacity equally well in homogeneous and heterogeneous groups.

3. First-grade children of low ability achieve better in a homogeneous group than in a heterogeneous group.

4. Homogeneous grouping appeared to be more favorable to maximum progress in reading growth.

THE EFFECTIVENESS OF AN INTENSIVE READING PROGRAM TO MEET INDIVIDUAL NEEDS IN GRADES FIVE TO EIGHT

Sister Ruth Ellen Trossman, O.S.F.

PROBLEM. The purpose of this study was to determine the value of an intensive program adjusted to individual needs, conducted by the regular staff, in improving the reading status of pupils in grades five through eight in a parochial school. The specific objectives were: (1) to determine if it is possible within the time limit of the regular school program to make more than the normal gain in reading status, (2) to see if it is possible for the classroom teachers to achieve this gain with materials within the ordinary budget, (3) to find out which ability group gains most under this intensive program, and (4) to ascertain whether it tends to help the under-achievers more than the average and over-achievers.

The study was limited insofar as the data were obtained from a group test of ability, and two group tests of reading administered at the beginning and end of the program. It was restricted to 144 pupils in the fifth, sixth, seventh, and eighth grades in one school. It was also limited to the basic skills in reading.

PROCEDURE. All of the 144 pupils in grades five through eight were given the Otis Quick-Scoring Mental Ability Test and the Gates Reading Survey, Form 1. An interclass reading program was inaugurated in which pupils, regardless of grade, were placed according to reading level and mental ability. In each of four classrooms there was a grade level group and a remedial group. During the daily reading period the teacher worked with two groups of children. The children went to their appropriate rooms for reading instruction and returned to their homerooms for classes for the remainder of the day.

In-service training of teachers was provided before and during the intensive program. Special stress was placed on the basic reading skills—speed, vocabulary, and comprehension.

Particular care was given to the selection of materials for both groups. Daily developmental lessons were conducted during a 60-minute block of time; each group had 30 minutes of instruction and 30 minutes of directed, but independent study in reading.

Form 2 of the Gates Reading Survey was administered at the end of the program to the entire group. Test scores were then compared to note gains in reading for the entire group and groups of various intellectual ranges. The reading expectancy level of each child was calculated by the Bond and Tinker formula: years in school x IQ + 1.0, to determine the per cent of under-achievers, (those reading six months below expectancy) average achievers, (those reading within six months above or below expectancy) and over-achievers (those reading six months or more above expectancy) making specific gains in reading status.

FINDINGS. There was conclusive evidence of the superiority of the intensive program when the reading status of the total group for each grade was studied. The gains were in accord with intellectual ability, with more than the expected gain being made by all the grades except the eighth.

1. Average readers continued to make normal gains while below-average readers appeared to make gains greater than those expected for one year.

2. The only added expenses involved the purchase of additional supplementary readers and The Standard Test Lessons in Reading. The program was greatly enriched by the use of many easy-reading books supplied by the public library.

3. The group which seemed to profit most from the program was the group of eight pupils who were below average in intelligence. This group made gains of seven months to almost two years in the one-year period. The average ability group made total reading gains of 1.3 years in contrast to 1.0 made by the above-average group.

4. The program was particularly effective in the case of under-achieving pupils. Forty per cent of the total group made

gains of two years or more in contrast to 21 per cent of average achievers making the same gain. Seven per cent of the over-achievers made gains of two years or more.

SUMMARY AND CONCLUSIONS. Findings would seem to warrant the following conclusions within the limitations of the study:

1. Children of average or low ability who do not manifest any special handicaps can be helped to achieve to their capacity if the instruction is initiated at their level and continued with systematic developmental lessons at their rate of learning.

2. An enrichment program should be given to pupils of above-average and superior ability in order to challenge them.

3. Well-planned programs with diverse materials and teacher guidance can be of great help in solving educational problems caused by failure in reading.

A STUDY OF THE READING NEEDS OF HIGH SCHOOL SEMINARIANS AS A BASIS FOR A READING CURRICULUM IN MINOR SEMINARIES

Rev. Werner Wolf, O.F.M. Cap.

PROBLEM. The purpose of this research was to investigate, study, and evaluate the reading needs of high school seminarians as a basis for a reading curriculum in minor seminaries. The specific objective was to answer the following questions:

1. What are the reading skills and abilities required of high school seminarians as noted in the literature on the topic?

2. What type of reading program is provided for high school seminarians in the mid-western states of Illinois, Indiana, Iowa, Michigan, Minnesota, and Wisconsin?

3. What are the reading skills and abilities required of high school seminarians as noted by seminary officials and professors?

4. Do seminary officials judge that entering students are prepared for seminary reading requirements?

5. What is the reading status of entering freshman seminarians as determined by standardized tests?

6. What is the average intelligence of students entering the seminary?

7. What is the reading difficulty of textbooks used in the seminary curriculum and what reading skills are required to study these textbooks?

PROCEDURE. The writer constructed two questionnaires, one of which was mailed to 39 minor seminaries in Illinois, Indiana, Iowa, Michigan, Minnesota, and Wisconsin, while the other was distributed to high school faculty members of St. Lawrence Seminary, Mt. Calvary, Wisconsin. The former questionnaire sought information on course offerings and general aspects of reading at the secondary level, while the latter focused on the individual seminary professor's training, views, methods of reading instruction, and opinion regarding skills required by seminarians to achieve in the professor's subject field.

Standardized reading tests and intelligence tests administered to freshman students at St. Lawrence Seminary in 1962-63 and 1963-64 were studied in the light of objectives listed above.

Textbooks in use in St. Lawrence Seminary were evaluated by the Dale-Chall readability formula.

FINDINGS. 1. Literature on reading skills, abilities, and programs in minor seminaries is extremely limited. Only two major articles were discovered in this survey. Consequently, the burden of research of reading skills and abilities required of high school seminarians was limited to the major authorities in the field of reading.

2. More than half of the seminaries responding to the questionnaire had initiated some form of reading improvement program. Most of the responding seminaries included some reading instruction within the content areas. Seminary authorities who judged a formal reading program to be superfluous nevertheless desired provisions for remedial assistance and/or reading improvement as an elective course.

3. Seminary officials consider reading comprehension, vocabulary meaning, and the ability to grasp main ideas and details to be both the most lacking and the most essential reading skills and abilities for seminarians. The majority of seminary professors realized the need for student improvement in reading assignments in the content fields.

4. Faculty members of St. Lawrence Seminary judged that the majority of the seminarians were prepared to meet the

reading needs of the seminary curriculum. However, they also thought that continued instruction was needed in some form.

5. Almost all seminaries administer a reading test in one of the four years of high school. According to standardized reading tests, the majority of seminary students have average or above-average reading skills and abilities upon entering the seminary.

6. The average intelligence quotient of high school seminarians is between 110-120.

7. The textbooks used in the seminary curriculum are almost always geared to the reading level of the respective grades. Texts judged above the reading grade level by the Dale-Chall readability formula could be handled by the students if proper explanation of terminology is provided by the professor, because seminarians tend to be average or above average both in intelligence and in reading achievement.

SUMMARY AND CONCLUSIONS. The writer arrived at the following conclusions with regard to the reading needs of high school seminarians and the type of program needed to meet these demands:

1. Reading provides the tool for the acquisition of knowledge.

2. Seminary administrators, librarians, counselors, and professors are aware of the definite need for a systematic program of reading instruction in seminary training.

3. There is a definite need for a systematic program of reading instruction in the seminary curriculum.

4. The training of young men for the priesthood is of high caliber and consequently calls for the best reading program on the secondary level.

5. There is a dearth of material and literature on the role of reading in minor seminary training.

6. The reading skills and abilities most lacking in secondary students are comprehension, vocabulary meaning, discernment of main ideas and details, and the interpretation and evaluation of the printed page.

7. The reading skills and abilities most essential for the seminarian to pursue his course of study are comprehension, discernment of main ideas and details, vocabulary meaning, rate of reading, and the interpretation and evaluation of the printed page.

8. A seminary reading program is needed at least in the freshman year of high school.

9. A developmental reading program should be offered as an elective for the three remaining years of the high school curriculum.

10. Remedial assistance should be offered seminarians in any of the four years of high school if a reading disability is discovered to be present.

A STUDY OF THE STATUS OF TEACHER SUBJECTIVITY COMPARING THE GRADE-LEVELS ASSIGNED BY TEACHERS WITH THE GRADE-LEVELS RECEIVED ON AN OBJECTIVE TEST

Sister Mary Rosetta Disch, S.L.

PROBLEM. The purpose of this study was to investigate teacher subjectivity in assigning report-card grades to pupils in the Special Classes of the St. Louis Archdiocesan Department of Special Education. A comparison was sought between grades given on report cards and achievement test grade-levels in the subject areas indicated on the report card. Answers were sought to the following questions:

1. Do sex of teacher and sex of student appear to be factors in subjectivity of grading in this sample?

2. Will there be a similarity in marking patterns among teachers from the same religious community or among lay teachers of similar background?

3. To what degree do grades given on report cards correlate with achievement test grade-levels?

PROCEDURE. Grade-levels assigned by teachers on the May, 1964 semi-annual report card were paired with the grade-levels received by the same pupils on the American School Achievement Test administered in May, 1964. Twenty teachers administered the test and assigned grade-levels for 204 pupils with measurable skills in reading, language, spelling, or arithmetic. A total of 581 pairs of grade-levels were obtained. Scattergrams of the scores were arranged by sex of pupils, by similarity of teacher-training, and by academic subject in order to compute the Pearson product-moment coefficients of correlation. The t-test was used to test the significance of difference between means.

FINDINGS. The mean difference between boys' paired scores was .40 while that of the girls was .42. The t-value of .208 was insignificant. However, a higher percentage of girls received teacher marks higher than test marks.

When scores were compared among teachers with similar basic orientation, most t-scores were found to be insignificant. Subjectivity within four groups was significant.

Correlations between teacher-assigned scores and grade-level scores on the American School Achievement Test were .34 for the Primary I Battery, .39 for the Primary II Battery, and .23 for the Intermediate Battery.

SUMMARY AND CONCLUSIONS. Some reasons for subjectivity or discrepancy in the grade-level pairs may be consideration for parental ego, difficulty on the child's part with the test situation, inadequacy of teacher testing, teacher inclusion of other factors than level of attainment in the mark assigned, or other factors of personality, training, and attitude.

The 581 grade-level pairs tested in this study show linear correlation though t-scores indicate differences significant at the .05 level of confidence. Since this population is limited as to size and area, the findings must be considered within these limitations.

AN EVALUATION OF THE SOCIAL AND EMOTIONAL ASPECTS OF EDUCABLE MENTALLY RETARDED PUPILS IN REGARD TO VOCATIONAL HABILITATION

Sister Mariata Hartmann, S.C.C.

PROBLEM. The complete education of the mental retardate must include preparation for adult life. One of the prime factors in mature living is earning a livelihood. Vocational literature points out that personal and social qualities are paramount in employment practices. Therefore a study was made of 15 moderately retarded subjects with the purpose of observing, training, and measuring growth in the area of personality.

PROCEDURE. One hour of work experience was provided daily for subjects between the ages of 13 and 15. Sixteen personality characteristics were chosen as essential to job success on the basis of the number of times these appeared in the literature.

Employers submitted nine monthly reports on each subject. A rating of zero to five points was accorded each personality characteristic. The California Test of Personality, the Ohio Sociometric Test, and a Personal Inventory were administered. In addition, classroom tasks were assigned and rotated weekly. A class log was kept on each subject to record growth in the 16 personality characteristics. Other educational devices used in the study were: occupational filmstrips, time cards, personal interviews, class discussions, and visits from the vocational rehabilitation officer of the Michigan Employment Agency.

FINDINGS. The employers' reports revealed that 66.6 per cent of the subjects obtained an average rating of 40-44 points on the 16 personality characteristics. One subject was dismissed because of personality disorders. Another lacked two reports due to absenteeism and lack of interest. A third obtained a perfect score in every quality except initiative.

The California Personality Test revealed serious personality disorders. These were thought to have originated in school failures and special placement separate from the peer group. On the other hand, it was judged that the subjects were penalized because of the negative answers they gave to the items dealing with social affairs involving the opposite sex.

The Ohio Sociometric Test was found to be a fair indicator of ability to cooperate with fellow workers. Fidelity to the classroom task did not correlate well with work habits, general responsibility, nor attitude toward work. The reason for the low correlation was that the classroom task had little value in the estimation of some students. As was hypothesized, most of the subjects rated their personality characteristics more favorably than did the employer or the teacher. However, some individuals showed good insight into their particular personality problem.

SUMMARY AND CONCLUSIONS. The results seem to indicate that a modified work experience program for young mentally retarded individuals has value for training in the area of personality. The various devices employed appeared to increase the students' knowledge of what will be expected of them as workers. It also provided them with insight into their own strengths and weaknesses as viewed by employers. Obtaining a recommendation for further employment should be facilitated for the subjects since the employer reports were permanently filed both at the school and at the place of employment.

Class discussion following the return of the employers' reports was of definite benefit to the individuals participating. This technique should continue to be used to sustain interest in building a worthwhile work personality, to give concrete meaning to such abstractions as punctuality, reliability, initiative, and the like. Interviews with the employers helped the teacher to determine why a subject was rated low in an area.

A follow-up of the study might well be made after a five- or ten-year interval to determine the value of the findings in light of future employment. The project should continue as a permanent feature of the special education program.

A SYMPTOMATIC STUDY OF THE BEHAVIOR PATTERNS OF EDUCABLE AND TRAINABLE RETARDATES

Sister Letitia Immaculate Hogan, S.S.J.

PROBLEM. The principal purpose of the study was to examine the behavior patterns of the educable and trainable retardate and the manner in which these behavior patterns affect school adjustment. Specific questions investigated were:

1. Which type of retardate, the educable or trainable or both, showed the best adjustment?

2. What effect would this adjustment or lack of it have on future school problems?

3. In which areas did each group excel or fail?

PROCEDURE. Subjects for the study were chosen from Our Lady of Confidence Day School in the Archdiocese of Philadelphia. Of the 240 retardates enrolled, 200 were included in the study. The basis of selection was a Stanford-Binet IQ of 76 or lower. The educable group included those with an IQ of 50-76; the trainable group included those with an IQ below 50.

Data were gathered from a questionnaire completed by the Sister-teachers, giving an estimate of school behavior. The results of the questionnaire considered each behavior trait on the basis of "always," "sometimes," or "never" present. Percentage distributions were made for the 100 educable and the 100 trainable retardates.

Analysis of the data included examination of the percentage distribution and IQ range of: (1) the educable population in the characteristic of highest achievement, (2) the trainable population in the characteristic of their highest achievement, (3) the trainable population in the characteristic of their lowest achievement, and (4) the entire population in the characteristic of its lowest achievement.

FINDINGS. 1. The educable retardates displayed more satisfactory adjustment than did the trainable children in all phases of the questionnaire. The characteristic of highest achievement for this group was "being amenable."

2. The trainable group rated 50 per cent or more in only two items of the questionnaire: "forgiving easily when hurt" and "being happy most of the time."

3. This adjustment can be attributed to intelligence only and not to home environment or training since the children in the Day School come from similar backgrounds and were selected on the basis of IQ alone.

4. Both groups rated low on the item, "exhibiting self-control in frustration." This item is definitely influenced by intelligence. These children are physically and mentally unstable and cannot meet frustration with the ease of the average person.

SUMMARY AND CONCLUSIONS. Within the limits of this study with educable and trainable retardates, the following conclusions would appear to be valid:

1. The educable group displayed more satisfactory adjustment than did the trainable in all phases of the questionnaire. It would be valid to conclude that this adjustment is closely allied with intelligence.

2. The fact that the educable group manifested adequate adjustment would indicate that future school problems for them will be minimal provided that they are in the sheltered atmosphere of a special class.

3. Seventy per cent of the educable group received high ratings on the characteristic "is he amenable?" Their lowest rating was on the characteristic, "exhibits self-control in frustrations." Fifty-six per cent of the trainable group rated high in the characteristic, "being happy most of the time." Their lowest rating was on the characteristic, "active participation in school."

A STUDY OF GROUP LEADERS AMONG RETARDATES IN A RESIDENTIAL SCHOOL

Rev. Dale J. Ihm

PROBLEM. The purpose of this study was to determine what qualities of leadership are prevalent in retardates at the St. Coletta School for Exceptional Children, Jefferson, Wisconsin. By defining the desirable and undesirable qualities observable in either constructive or subversive leadership among three groups of mentally retarded males and by studying the roles of leaders in group situations, it was hoped that an attempt could be made to aid the school in its developmental program.

Since group climate and discipline are largely determined by the interaction of leaders in small informal groups within a larger group setting, insight into the influence of these leaders is invaluable to personnel responsible for supervision and programming. To gain this insight is one of the objectives of the present study.

PROCEDURE. Ninety-seven males currently in residence at the St. Coletta School, Jefferson, Wisconsin, were considered for the study, and those with an intelligence quotient of 40-85 were included. The chronological age range of the selected 86 males extended from 11-0 to 39-11; the length of residence from one year to 32-1/2 years. The mental ages ranged from 4-6 to 13-2.

A 16-item rating scale, compiled by the writer, was chosen as a measurement tool. The scale included personality qualities attributed to leaders by research psychologists and other leaders in the field of psychology. Each of the two groupmothers in charge of each group of subjects, individually and independently chose several leaders or co-leaders in her respective department, then rated the leaders on a personality rating scale.

Each subject was personally interviewed by the writer, who asked the following sociometric questions: 'If both of your groupmothers left the room, whom would you want to take care of you? (or to be in charge?)" and "Who is the best leader in this group?"

FINDINGS. Group I—three leaders were chosen by the groupmothers and peers. The three leaders had no single outstanding personality quality in common.

Group II—two leaders were chosen. They shared the outstanding qualities of social competency, drive, initiative, self-confidence, respect for authority, positive attitudes, and openness to new ideas.

Group III—two leaders were chosen. They shared the outstanding quality of respect for authority.

Chronologically, five of the seven leaders were above the median age level within their groups. Two leaders were considerably below the median age of the group. Chronological age did not seem to be a deciding factor in this study although one leader was the oldest male in the total group of subjects. Only four of the seven leaders were in residence longer than the medians of their respective groups. No significant conclusion can be drawn from these data.

Mental age was a significant factor in determining leadership. The mental ages of all the leaders excelled the median mental ages of their respective groups. The intelligence quotients of six of the leaders exceeded the median IQ scores of their respective groups. These findings verify the belief that high intelligence is associated with leadership.

SUMMARY AND CONCLUSIONS. An attempt was made to determine the qualities or characteristics prevalent among retardate leaders in a residential school. Three groups of mentally retarded males, a total of 86 retardates, were studied. Two methods were employed to determine the most prominent leaders within each of the three groups: choice by the groupmothers and sociometric questioning of peers. The selections which coincided in both methods were considered the leaders.

The personality qualities which were most prevalent among the selected leaders were, in order of importance: respect for authority, cooperation, awareness of others' needs, self-confidence, initiative, and drive. Next in importance were openness to new ideas, social competence, positive attitudes, group persuasion, dependability, emotional stability, persistence, and finally, good judgment, sense of humor, and foresight.

The present study should stimulate personnel to understand better the potential for leadership among the mentally retarded and to increase their efforts to provide the means to develop those possible leadership traits which have been identified.

A STUDY OF THE PROGRAM FOR THE CEREBRAL PALSIED CHILD IN THE ARCHDIOCESE OF LOUISVILLE, KENTUCKY

Sister Mary Donald Kaufman, R.S.M.

PROBLEM. The purpose of this study is to describe the history and development of an educational program in the Archdiocese of Louisville, Kentucky, for the multihandicapped, cerebral palsied child. This dissertation follows the development of the Cerebral Palsy School of Louisville, the major effort of the archdiocese in the care of the cerebral palsied child, from its foundation in February, 1950 through the close of the 1963-1964 school year.

More specifically, the main objectives were:

1. To describe the physical plant development of the Cerebral Palsy School.

2. To explain the development of the educational program and to describe in detail the operation of the school in 1963-1964.

3. To delineate the administrative structure of the school.

4. To acknowledge the work done by community agencies in financing the school.

5. To portray community endeavors in building and equipping the physical plant.

6. To draw conclusions from what has been achieved for the betterment of the future program for the cerebral palsied child.

PROCEDURE. A questionnaire was developed and circulated to diocesan superintendents of schools to secure background material on programs for cerebral palsied children of other dioceses in the United States. Material used in the thesis relating to the effort to help cerebral palsied children in the Archdiocese of Louisville was obtained from: (1) interviews with the archdiocesan superintendent, past and present members of the staff on the Cerebral Palsy School and the Catholic School Board, (2) the files of the Cerebral Palsy School and the Catholic School Board, (3) the archives of the Religious Sisters of Mercy of the Union, Province of Cincinnati, and (4) accounts carried in the newspapers of Louisville, Kentucky.

FINDINGS. The survey revealed that up to 1964 only limited provisions were made for the cerebral palsied child. It appeared that the school at Louisville was the only school in the United States under Catholic auspices which is devoted exclusively to the education of the cerebral palsied.

The Cerebral Palsy School of Louisville came into being as a consequence of the efforts of a group of parents of cerebral palsied children. In February, 1950, a single room in St. Aloysius parochial school, Louisville, was made available to the group, and the Cerebral Palsy School began its official existence. For the 1950-1951 school year the class was quartered in the Knights of Columbus Hall, and Religious Sisters of Mercy of the Union of the Province of Cincinnati took charge of staffing the school. The following year the school was transferred to St. Peter parochial school, where it continued to operate until the beginning of the 1962-1963 school year.

In 1961, parents and friends of the Cerebral Palsy School initiated, with the encouragement of the Most Reverend John A. Floersh, Archbishop of Louisville, a drive to secure funds for the erection of a suitable physical plant for the activities of the school. The drive received generous community support, and the 1962-1963 school year found the Cerebral Palsy School located in a modern, functional school plant. The enrollment figures for the 14-year period covered by this study demonstrate the substantial progress that has been made in caring for palsied children in the Archdiocese of Louisville. In 1950, 13 children were cared for at the Cerebral Palsy School and in 1963, 133 students were in attendance. The changes in size of staff also reveal growth of the program. A single staff member conducted the 1950 program, and in 1963-1964 the faculty numbered 17.

The school enrolls only children who have cerebral palsy. The chronological ages of the children cover a considerable range—from 4-23 years in 1963-1964—but the majority of them fall in the normal elementary school age range. The students' educational programs are, as closely as possible, tailored to meet their individual needs and provision is made for continuous progress with the consequence that instruction in the school ranges from pre-primary to secondary school level.

SUMMARY AND CONCLUSIONS. From this study certain problems peculiar to educating cerebral palsied children were recognized. These were:

1. The need to develop community awareness of the plight of cerebral palsied children and of their educational potentialities.

2. The need to secure funds required to provide physical facilities and continuing support for the special education of palsied children.

3. The need to secure specially trained and dedicated staff members to work with these children.

4. The need to provide vocational training and guidance for cerebral palsied students during and beyond their actual period of school attendance.

5. The need to develop systematic and scientifically based criteria for admitting children to special programs for the cerebral palsied.

6. The need to develop special testing and record-keeping procedures for guiding the educational growth of cerebral palsied children.

A STUDY OF RETARDED CHILDREN IN THE CATHOLIC PARISHES OF MILWAUKEE

Sister Mary Verna Kayser, O.S.F.

PROBLEM. The primary purpose of this study was to ascertain the status of retarded children in the Catholic parishes of Milwaukee. This knowledge was sought through the medium of a questionnaire sent by the investigator to parents of retarded children in the Milwaukee area whose names were attainable.

It was hoped that the study would provide significant information relating to reactions of parents on various aspects of the developmental status of their retarded child, as well as their knowledge of community resources available which could be of service to those already engaged in work with the retarded and to those who will engage in the work in the future.

PROCEDURE. The population used in the study consisted of 270 children whose parents reside in the Milwaukee area. No distinction was made in the study regarding socio-economic background. The population was determined by the availability of names and addresses of parents. Questionnaires were sent to 450 families; returns were realized from 60 per cent of families so contacted.

The questionnaire sent to the parents dealt with five major topics. These were:

1. Initial awareness of retardation and advice received from the doctor, friends, and pastor.
2. Family attitudes and reactions.
3. School and educational implications.
4. Clinical services, religious instructions, and organizations.
5. Recommendations and significant parent comments.

FINDINGS. The questionnaire yielded the following findings:

1. Most parents were made aware of retardation and were greatly influenced by members of the medical profession in the initial stages of awareness and acceptance.

2. School personnel, city and school nurses, and parents with similar problems afforded help to parents who were coming to the realization of retardation in their child.

3. A considerable deficit was noted in the amount of guidance afforded Catholic parents by persons affiliated with their professed faith.

4. In most cases, family and friends were supportive to parents of a retarded child. Family interaction was reported to be favorable in a high percentage of cases; siblings were found to be accepting and helpful when parents had been accepting.

5. A high percentage of children studied were residing in a state institution, a residential school, or were receiving some type of education outside the home.

6. Answers to questions related to school life were positive in nature. Most parents reported that their retarded child "loved school." A majority of parents seek further schooling or services for their retarded children.

7. Clinical services of a medical, psychological, guidance or some other type were found to be available in the community.

8. A total of 63.2 per cent of the children studied were receiving religious instructions.

9. Considerably less than half of the parents were active in parent organizations for handicapped children.

SUMMARY AND CONCLUSIONS. On the basis of the findings of this study, the following conclusions and implications seem to be warranted. Some of these conclusions are observational rather than definitive.

1. Professional journals and magazines for doctors and priests could include articles on the problems of parents of retarded children, thus helping them to become more informed in the area of retardation for the purpose of effecting greater service in the initial counseling of these parents.

2. Public education concerned with personality development of the retarded would greatly ease the anxiety of parents who often suffer unduly from false ideas or poorly-informed neighbors.

3. The findings of the study negate the commonly accepted notion that siblings will suffer due to the presence of a retarded child in the home. Often his very presence is an aid to the development of greater maturity.

4. Many retarded children can live a happy life in a home setting when educational provisions on a day-school basis and proper counseling facilities are available to families within the vicinity of the family residence.

5. Most retarded children classified as educable and trainable enjoy school. Therefore, provision should be made for the realization of each child's potential.

6. Parents need assistance by way of continuing education, information concerning job placement opportunities, and sheltered workshop facilities for their retarded offspring as they approach adulthood.

7. Opportunities for religious instruction should be developed in parishes and sought after by parents in order that the spiritual needs of all retarded children can be satisfied.

8. Organizations for parents should provide assistance to parents in order to attract active participation by larger groups of parents.

A COMPANION STUDY OF THIRD GRADE WORKBOOKS FOR FIVE SERIES OF REVISED THIRD GRADE READERS

Sister Mary Jamesita Lavery, R.S.M.

PROBLEM. The purpose of this study was to analyze the degree to which five workbooks at the third grade level meet the standards of vocabulary development in relation to their respective basal readers. Comparisons were made of the rate of introduction of new words, the number of new words and their repetitions, the words common to the five series, and the overlapping vocabularies.

PROCEDURE. The series selected for this study were the following:

1. The Language Arts Series
2. The Curriculum Foundation Series
3. The Faith and Freedom Series
4. The Ginn Basic Reading Series
5. The Sheldon Basic Reading Series

In the word-count procedure the following rules were observed:

1. All words were counted as separate words regardless of whether they were root words, abbreviations, derived forms, or contractions.

2. Words that may be written in two ways were considered as one.

3. Words which were incomplete in the exercise, but had to be completed by pupils, were not counted.

FINDINGS. 1. A total of 4,293 different words was introduced in the five series of workbooks.

2. A total of 655 words or approximately 15 per cent were common to the five series of workbooks.

3. A total of 910 words was presented in the workbooks but did not appear in the basal readers.

4. In Workbook A, 431 words appeared in the workbook but were not found in the reader. Of these 431 words, 209 were found in Workbook A alone.

5. In workbook B, 282 words appeared in the workbook but were not found in the reader. Of these 282 words, 244 were found in Workbook B alone.

6. In Workbook C, 228 words appeared in the workbook but were not found in the reader. Of these 228 words, 179 were found in Workbook C alone.

7. In Workbook D, 195 words appeared in the workbook but were not found in the reader. Of these 195 words, 110 were found in Workbook D alone.

8. In Workbook W, 79 words appeared in the workbook but were not found in the reader. Of these 79 words, 43 were found in Workbook E alone.

9. The total number of new words introduced in the five workbooks was 1,261.

10. Of the 1,261 new words introduced in all five workbooks, the only ones common to all five workbooks were queen, vowel, and syllable.

11. Of the 1,261 words introduced, only 14 were common to four of the five workbooks and only 47 were common to three of the five workbooks.

12. Workbook A introduced 292 new words, approximately 23 per cent of the total number of new words introduced in all five workbooks.

13. Workbook B introduced 378 new words, approximately 29 per cent of the total number of new words introduced in all five workbooks.

14. Workbook C introduced 313 new words, approximately 24 per cent of the total number of new words introduced in all five workbooks.

15. Workbook D introduced 328 new words, approximately 26 per cent of the total number of new words introduced in all five workbooks.

16. Workbook E introduced 346 new words, approximately 27 per cent of the total number of new words introduced in all five workbooks.

17. The average number of repetitions of new words was: 8.1 in Workbook A, 5.2 in Workbook B, 5.0 in Workbook C, 6.6 in Workbook D, and 4.4 in Workbook E.

18. The greatest amount of overlapping of new words was found in workbooks B and E in which 69 new words were common to both Workbooks. These words represented 18.3 per cent of the total words contained in Workbook B, and 19.9 per cent of the total number of new words in Workbook E. These same ratios were found in the study of the readers.

SUMMARY AND CONCLUSIONS. There was a lack of follow-up of vocabulary throughout these five series. There was a low correlation between the words of the workbooks and those of their companion readers. There were discrepancies in regard to the reading level at which specific words were introduced. There was little or no uniformity in the rate of introduction of new words and the number of their repetitions.

A STUDY OF THE PERSONALITY ADJUSTMENT OF SLOW-LEARNING NINTH GRADERS IN SELECTED CATHOLIC SCHOOLS

Sister Kathleen Mary Mackin, O.P.

PROBLEM. This research sought to answer the following questions concerned with the personality development of slow-learning ninth-graders: (1) Are these students adjusting desirably or undesirably? (2) Is the adjustment of one sex superior to that of the opposite sex? (3) What are some of the thoughts, feelings, and attitudes of these boys and girls which may indicate undesirable personality adjustment? (4) Which thoughts, feelings, and attitudes may differ significantly for the sexes?

PROCEDURE. Participating in this study were 60 slow-learning ninth-graders who were attending Catholic high schools located in middle-class socio-economic areas of a city in northern Ohio. Intelligence quotients ranged from 70-88. Subjects were considered as random samples consisting of 30 boys and 30 girls. In one evaluation, the sexes were combined to form a single group.

The California Test of Personality provided three total scores and 12 sub-scores relative to personality adjustment. After the administration of the tests in April, 1962, mean scores were computed in all areas of the test and a t-ratio was utilized to determine the significance of the differences between means. Medians and their corresponding percentile ranks were obtained in direct relationship to the percentile norms presented in the California Test of Personality manual. From the group median scores, high frequency-of-error items were selected and analyzed as probable expressions of, or tendencies toward, maladjustment. Comparison of item frequencies of both sexes was made with the Chi-square technique.

FINDINGS. Analysis of the high frequency-of-error items revealed that both sexes were essentially the same in the following undesirable thoughts, feelings, and attitudes:

1. Personal relations. It is difficult to speak with important people, to influence others, to feel natural in the presence of strangers, to forget some serious mistakes, to prevent stuttering occasionally when excited, and to remember names.

2. Peer relations. Friends seem to think they are not brave or strong; they are seldom asked to participate in the planning of parties; they infrequently attend school and neighborhood boy-girl parties; they are not as intelligent or efficient as most of their friends; their friends have more freedom than they; they rebuke those who are flippant toward them.

3. Non-peer relations: People often interfere with their plans; people fail to notice them and ignore their ideas; many people are unkind and offend them; they prefer to have parties away from home; most people are so loquacious that they must be interrupted; they must often contend with others to assert their rights; there are people so unkind that they must be called names; members of their families initiate quarrels with them; they and their parents disagree about what is enjoyable; there are people in the neighborhood whom they dislike and whom they would not care to visit.

4. School relations: They are sensitive because they are not doing well; they often forget what they have just read; work beyond the minimum is avoided; school work is so difficult that they fear failure; some strict teachers make school work too difficult; if teachers were kinder, they would be happier in school.

At high levels of confidence, the sexes differed significantly on certain items. Boys more frequently expressed these adverse thoughts, feelings, and attitudes: (1) they must frequently be reminded to finish their work, (2) they have made serious mistakes that are difficult to forget, (3) they are often unconcerned about other people's feelings.

The following expressions were given more frequently by girls: talking to strangers of the opposite sex is difficult; they are scolded for things that are relatively unimportant; they frequently have headaches; they must ask people to repeat what has just been said; many people do not speak clearly enough to be heard well; they occasionally stutter when excited; speaking to most neighborhood peers is not a habit; they seldom attend neighborhood boy-girl parties.

Personal and Social Adjustment sub-scores afforded the following observations:

1. Desirable adjustment: Both sexes were average or above-average in social standards, social skills, family relations, school relations, community relations, and feelings of belonging. Boys were average in feelings of self-reliance. Boys were above-average in regard to nervous symptoms. Girls were average in anti-social tendencies.

2. Undesirable adjustment: Both sexes were below average in withdrawing tendencies, sense of personal freedom, and feelings of personal worth. Boys were slightly below average in anti-social tendencies. Girls were below average in feelings of self-reliance and in manifestation of nervous symptoms.

3. Significant differences: Girls were below-average and significantly different from the boys in manifestation of nervous symptoms. Girls were significantly lower than the boys in their concept of acceptable community relations; however, neither sex was below average in this aspect.

Total Personal and Social Adjustment scores revealed the following outcomes: (1) Both sexes manifested below average personal adjustment. (2) Girls expressed a greater degree of personal maladjustment than boys. (3) Both sexes exhibited satisfactory social adjustment.

In their total personality adjustment, both sexes were below average. Fifty-seven per cent of the boys and 63 per cent of the girls scored below the standardization norm.

SUMMARY AND CONCLUSIONS. This research attempted to study objectively the personality adjustment of slow-learning ninth-grade boys and girls. It discovered some of the thoughts, feelings, and attitudes which may be expressions of, or tendencies toward, maladjustment. Within the limits of this research, the following conclusions seem valid:

More than one-half of the slow-learners of this study were relatively maladjusted.

Less than one-half of each sex were developing wholesome, effective personalities.

A COMPARISON OF MONGOLOID CHILDREN WITH OTHER CHILDREN IN A MIXED-RETARDATE POPULAION ON RECALL OF A LEARNED READING VOCABULARY

Sister William Cecile Raters, O.S.F.

PROBLEM. The purpose of this study was to investigate the place of memory or recall in the mongoloid's learning process in the area of reading. Some major objectives of the study were: (1) to determine the place of memory in the mongoloid's learning of reading, (2) to relate this memory factor to possible educational methods, the employment of which may permit greater development of the mongoloid's native potential, (3) to relate this possibility of greater development to a general prognosis of "institutionalization, not education, for mongoloids" which is rather generally made, and (4) to stimulate realistic, positive thinking among educators regarding the educational possibilities of this segment of the retardate population.

PROCEDURE. Subjects for this study were chosen from the special day classes for the educable mentally retarded conducted by the Department of Special Education of the Archdiocese of St. Louis, Missouri. This population included 13 mongoloids and 13 mixed-retardates chosen on the basis of mental age. The Peabody Picture Vocabulary Test yielded a mean mental age of 6.69 for the mongoloid group and of 6.70 for the mixed-retardate group. There was no significant difference between the groups on the basis of the t-ratio.

To appraise the reading achievement of the groups at the outset of the experiment and to provide a basis for the formulation of a specially devised reading vocabulary test to be used as the experimental instrument, the Gates Primary and Advanced Primary Reading Tests were administered. The t-test results indicated that there was no significant difference between the groups either in Word Recognition or in Paragraph Meaning.

A Vocabulary Sight-Recognition Test devised by the writer was used at three different times, designated Test, Re-test, and Final Test. The range for the test was first pre-primer to grade 6.9, a range extending above and below the range of the Gates Test results in order to insure that the ability of all subjects would be adequately measured.

The first Test was administered on the opening day of the study. Upon its completion, the subjects began a six-weeks' course of daily half-hour reading lessons based on the vocabulary unknown in the Vocabulary Sight-Recognition Test. The Re-test was administered at the end of this period of instruction to ascertain the amount of vocabulary learned during that time. During the six months following the administration of the Re-test, no formal reading instruction was permitted. At the conclusion of this non-teaching period, the Final Test was administered to determine the amount of retention of the learned vocabulary.

Data obtained from these tests were processed by electrical computer to secure the mean, standard deviation, standard error of the mean, and t-scores.

FINDINGS. 1. There was no significant difference between the mongoloids and mixed-retardates on the initial Test.

2. There was no significant difference between the mongoloids and the mixed-retardates on the Re-test at the conclusion of the six-weeks' period of daily reading instruction.

3. There was no significant difference between the mongoloids and the mixed-retardates on the Final Test at the conclusion of the six-months' period of non-teaching.

4. The gain in vocabulary known at the completion of six weeks of teaching was significant at the .01 level both for mongoloids and mixed-retardates. The respective t-values were 3.63 and 4.90.

5. Comparison of vocabulary known at the completion of six weeks of teaching and that known at the conclusion of six months without teaching of reading revealed a loss significant

at the .05 level for mongoloids. A similar comparison of scores of the mixed-retardate population revealed no significant difference in vocabulary known at the respective testings.

6. Comparison of initial and final vocabulary scores indicated that both mongoloids and mixed-retardates made statistically significant gains.

SUMMARY AND CONCLUSIONS. The following conclusions seem to be justified by this study:

1. There is no significant difference between mongoloids and mixed-retardates on recall of a learned reading vocabulary.

2. Mongoloids can and do learn if given opportunity for development of their potential.

3. Mongoloids do benefit from a definite daily program of reading instruction.

4. Memory does figure in the mental growth of mongoloids at least to the extent that it does so in the development of the mixed-retardate population.

5. The variable of teacher-attitude toward the mongoloids' educational prognosis does tend to affect their full development and seems a fruitful field for further investigation.

6. The need for further investigation of the various factors involved in the mongoloids' learning process seems indicated.

A COMPARATIVE STUDY OF THE EFFECT OF INTENSIVE SOCIAL TRAINING FOR MENTALLY RETARDED ADOLESCENTS

Sister Marie Bernadetta Ryan, R.S.M.

PROBLEM. A social skills development program was formulated which had as its aim to improve the social competence of mentally retarded adolescents. Through the medium of this study the following questions were raised:

1. Will an intensive program in social skills accelerate social development in mentally retarded adolescents?

2. Will a period of such training accelerate social development beyond that which is normally expected of children with social retardation?

3. Will this acceleration remain permanent in accordance with the child's chronological age?

PROCEDURE. This study was carried out over an eight-month period with 36 mentally retarded adolescent boys and girls between the ages of 10 and 17. The 18 children in the experimental group were given intensive training in social skills. The control group of 18 children was also taught the same skills in the same manner, but intensive training was not given.

Two tests were administered to both groups. The Stanford Binet Intelligence Test, Form L-M and the Vineland Social Maturity Scale results were compared, revealing that the social ages of many of the children fell below their chronological age. The discrepancies ranged from a few months to a few years.

Social skills which received emphasis were manners, social introductions, letter writing, use of the telephone, courtesy, and self-expression. Each month a new social skill was introduced and the children were trained until they could perform the skills with accuracy.

At the close of the experimental period the Vineland Social Maturity Scale was readministered to compare any gains in social growth.

FINDINGS. Seventeen of 18 children in the experimental group grew in social competence, while 6 of the 18 in the control group grew in social competence. The mean gain in social quotient of the experimental group was 10.37; that of the control group was 2.00. The resultant t-value of 3.37 was significant at the .001 level of confidence.

SUMMARY AND CONCLUSIONS. Within the limits of this study the following conclusions seem to be valid:

1. The over-all effects of intensive social training for adolescent mentally retarded children were positive.

2. None of the children accelerated socially beyond their chronological age. For many of them, however, their social age became comparable to, though not identical with, their chronological age.

3. The results of follow-up tests and teacher observations have revealed that the children in the experimental group have remained socially accelerated.

4. Intensive social training for mentally retarded adolescents was effective in accelerating social growth.

A COMPARATIVE STUDY OF VOCABULARY CONCEPTS BETWEEN MENTALLY RETARDED AND NORMAL CHILDREN

Sister Mary Vincent Shields, S.S.J.

PROBLEM. The principal purpose of this experimental study was to investigate vocabulary concepts among normal and retarded children. Specific questions investigated were:

1. What were the degrees of deviation in the normal and retarded children examined?

2. What educational differences were there among normal and retarded children?

3. Can the Peabody Picture Vocabulary Test be used as a screening procedure to evaluate children referred to a day school for the retarded?

PROCEDURE. A control group of 30 pre-adolescents was selected from a diocesan school for normal children. These children were matched as nearly as possible with an experimental group of 30 retardates of the same age range. The experimental group was selected from Our Lady of Confidence Day School, Philadelphia, Pennsylvania.

The selected range in each group was 10-13 years, with ten children in each year of this range. A random sampling was made within the same chronological age limits of both groups. The Stanford-Binet Intelligence Test, Form L-M was administered at the beginning of the school year to ascertain intelligence quotients. Form A of the Peabody Picture Vocabulary Test was used at the beginning of the school term and Form B at the close of the year.

Analysis of data included: (1) Determination of the median, mean, and standard deviation of the mental ages of the two groups from the Stanford-Binet, Form L-M and the alternate forms of the PPVT, (2) Comparison of the intelligence quotients of the two groups as obtained on the Stanford-Binet and alternate forms of the PPVT, and (3) Comparison of mental ages of the two groups as obtained on the Stanford-Binet and alternate forms of the PPVT.

FINDINGS. 1. The product-moment correlations between intelligence quotients obtained on Form A and on Form B of the Peabody Picture Vocabulary Test were .80 for normal pupils and .91 for retardates.

2. Correlations between Stanford-Binet and PPVT Form A intelligence quotients were .80 for normal pupils and .47 for retardates.

3. All of the children obtained different intelligence quotients on the alternate forms of the PPVT, but only 6-2/3 per cent of the differences were statistically significant.

4. Mental ages of the normal group ranged from 8-6 to 14-11, with a mean of 11-9. Mental ages of the retardates ranged from 4-6 to 8-4, with a mean of 6-5.

SUMMARY AND CONCLUSIONS. The following conclusions seem warranted on the basis of this study:

1. Only one child in the control group had a mental age lower than his chronological age, while no child in the experimental group had a mental age near his chronological age. A large percentage of children in the control group had mental ages a year above their chronological ages.

2. Educationally, four per cent of the control group may be considered borderline in intelligence, while 60 per cent are normal, 26 per cent high average, and 10 per cent superior. In the experimental group, 83.3 per cent of the children were educable, 16.6 per cent were trainable.

3. The Peabody Picture Vocabulary Test was found to be related to the Stanford-Binet, Form L-M and deemed suitable in evaluating children referred to a day school for the retarded.

A STUDY OF THE SCHOOLS FOR MENTALLY HANDICAPPED CHILDREN CONDUCTED BY THE SISTERS OF THE POOR CHILD JESUS IN AUSTRIA, BELGIUM, GERMANY, LUXEMBOURG, AND THE NETHERLANDS

Sister Mary Aquinas Wheaton, P.C.J.

PROBLEM. The purpose of this dissertation was the survey of a group of schools for handicapped children conducted by one religious congregation, the Sisters of the Poor Child Jesus, in five different countries of Western Europe, to ascertain and interpret specific characteristics and general procedures as well as basic principles which affect special education. The writer had a dual intent: (1) to place these schools within their own national setting and so to evaluate them, and (2) to bring these schools into focus with schools for mentally retarded children in the United States and to point out aspects which seemed common to both as well as those aspects which were unique.

PROCEDURE. The study involved 13 schools in Austria, Belgium, Germany, Luxembourg, and The Netherlands. All schools were conducted by the same congregation and all were either residential or day schools for mentally handicapped children of the educable or trainable level. Total enrollment of the schools was 1,115 children.

A questionnaire in German was sent to the schools to be surveyed, and findings were tabulated on English forms which corresponded to the German form. The writer visited nine of the schools, interviewing directors and teachers and speaking with the children. Access to files and student material was granted as was access to faculty room libraries. Verification of the data obtained by questionnaire and observation was obtained by correspondence with the national Ministries of Education. Since all of the schools studied receive financial support from their respective governments, and must therefore meet governmental inspection and approval, this correspondence with Ministries of Education was regarded as important.

Correspondence also provided the necessary supplementary information which could come only from International Bureaus of Education, such as the validity of intelligence tests.

FINDINGS. Chapter IV of the thesis presents numerous tables and illustrations summarizing the following types of information: (1) types of intelligence tests administered, (2) curricula for educable retardates, (3) curricula for trainable retardates, (4) courses taken for certification and qualification of teachers in special education, (5) organizational plans for the total educational systems of Austria, Belgium, the Republic of West Germany, Luxembourg, and The Netherlands.

SUMMARY AND CONCLUSIONS. Evaluation of data obtained would seem to justify the following conclusions:

1. Comparison of the 13 schools in five countries of Western Europe with schools in the United States devoted to the mentally handicapped revealed more similarities than differences in regard to: (a) children serviced, (b) curricula offered, and (c) method and techniques of education and training.

2. Professional training for teachers and directors in the five European countries was similar to that given in the United States.

3. Development of total programs which serviced a far greater percentage of handicapped children than are serviced in the United States was made possible through financial assistance from the state to all schools of special education without regard to denominational interests.

4. Programs for post-school adjustment were superior to those of the United States.

5. Facilities were in general superior in construction and arrangements.

THE DEVELOPMENT OF THE LT. JOSEPH P. KENNEDY, JR. SCHOOL FOR EXCEPTIONAL CHILDREN, PALOS PARK, ILLINOIS

Sister Mary Evodia Wissuchek, O.S.F.

PROBLEM. This dissertation is an historical study of the foundation, growth and development of the Lt. Joseph P. Kennedy, Jr. School for Exceptional Children, Palos Park, Illinois. It is intended to describe the present status and development of the Kennedy School from its establishment as St. Coletta-of-the-Rockies in 1941 to the present time.

PROCEDURE. Information was gathered chiefly from primary sources since the writer had been personally associated with the Kennedy School in the positions of teacher and cottage groupmother since 1952. Data were obtained through interviews with original staff members and others concerned with the establishment of the school, from school files, letters, records, and reports. Additional sources included the school publication, Little Pages; brochures and catalogs; A New Assisi, the history of the staffing religious community, by Sister Mary Eunice Hanousek, O.S.F.; and the unpublished Master's thesis, The Establishment of a St. Coletta School for Retarded Boys in the Archdiocese of Chicago, by Francine Lamb.

The study included a survey of Catholic residential facilities for mentally retarded children in the United States; the foundation and formation of the Lt. Joseph P. Kennedy, Jr. School; its administrative development; development of educational, childcare, and work-training programs; and future planning.

FINDINGS. The St. Coletta School for Exceptional Children at Jefferson, Wisconsin, founded in 1904 by the Sisters of St. Francis of Assisi, is presently the oldest and largest Catholic residential school for the mentally retarded in the United States. The first regional branch, St. Coletta-of-the-Rockies, was opened in 1941 at Longmont, Colorado. At the invitation of the late Samuel Cardinal Stritch the Sisters of St. Francis of Assisi came from Colorado to the Chicago area in January, 1949, bringing with them 29 boys who formed the nucleus of St. Coletta School of Chicago. In May, 1949, ground was broken for three modern, ranch-style cottage living units accommodating 120 boys.

In February, 1952, the present name was adopted in honor and memory of Lieutenant Joseph P. Kennedy, Jr., who lost his life in World War II. A grant of $1,250,000 was given by the Lt. Joseph P. Kennedy, Jr. Foundation at that time, for further expansion of school facilities. The Kennedy Grant made construction possible and enrollment increased to more than 180 day and boarding pupils.

Applications are accepted at the Kennedy School for educable mentally retarded boys of all faiths and races between the ages of 6 and 12, who do not have serious physical or emotional disabilities.

Boys are grouped in cottages according to chronological and social ages. They enjoy the security of good friends, watchful supervision, training in personal care, and a recreation program designed to meet their needs and interests.

Classroom grouping is based on mental age and achievement level. The school is necessarily ungraded but is divided according to the following levels of instruction: Kindergarten, Readiness, Pre-Primary, Primary I and II, Intermediate I and II, and Advanced. Children are promoted from one level to another as their achievement warrants. Vocational training and/ or rehabilitation services are available after the age of 16.

Special education for the mentally retarded includes adequate diagnosis of abilities and disabilities, special materials and instruction, and the use of teaching procedures which utilize the best theories and practices in learning. The co-curricular programs include physical fitness, music education, and arts and crafts. Special services offered at the Kennedy School include: developmental and corrective speech, psychotherapy, guidance and counseling, and special tutoring.

Since the Kennedy School is essentially a residential school, health and social adjustment programs are important. Extracurricular activities such as scouting, dramatics, entertainments, and educational and social trips offer stimulating social experiences.

The Kennedy School established a Job Training Center in January, 1962. Emphasis is not on specific job training but on developing positive work attitudes and an understanding of the meaning of work. A record is kept for each trainee, recording not only quantitative information, but also observations of behavior in a work setting.

A proposal for a federal grant from the Office of Vocational Rehabilitation was submitted November, 1963, outlining a four-year demonstration project for which the Kennedy Job Training Center would be a resource to serve the mentally retarded in the surrounding communities as well as the boys resident at the school. The establishment of this type of workshop program in a residential environment is the prototype project for the training of mentally retarded in the State of Illinois. It represents the first combined effort in Illinois of a private foundation and school, the federal and state governments. Effective September, 1963, the Job Training Center occupied a new building provided solely to house its activities.

SUMMARY AND CONCLUSIONS. The best in special educational and vocational opportunities will continue to be the goal of programming at the Lt. Joseph P. Kennedy, Jr. School.

In the period 1949-1965 the major portion of the planned construction has been completed. Future construction will include a permanent chapel. Due to recent trends in recommendations for residential care, the maximum population at the Kennedy School will be 200, with continued inclusion of day students in the academic and work-training programs.

Future educational planning will parallel future trends. As an institution caring for the mentally retarded, the Kennedy School accepts the responsibility and obligation to contribute to research in order to increase the effectiveness of education, treatment, training, and care of the mentally retarded.

The education of exceptional children is a rapidly developing and growing field. Because of the favorable geographical proximity to several universities and medical centers, and because of affiliations with these institutions, the Kennedy School will become a resource for research programs, resulting in benefits for the mentally retarded.

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